

IMPROVING STUDENTS' SPEAKING SKILL THROUGH VIDEO CLIPS

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ABSTRACT

The title of the research paper was “**Improving Students’ Speaking Skill through Video Clips**”. This study was conducted on the 29th of July 2021 until 14th of August 2021. The objectives of the study were to find out whether or not the video clips were effective used for teaching speaking and to find out what were the students responses toward the use of video clips. The method that was used in this research was pre-experimental design. There was only one group to be researched. The sample was the fourth semester students of English Education Study Program that consist of 25 students. The instruments were test and questionnaire. The research findings were the value of t- that was higher than the t-table ($9.8 > 2.064$) so that the Null Hypotheses (Ho) is rejected and the Alternative Hypotheses (Ha) is accepted. Stating that there was significant difference in the result of students score before and after the treatment using video clips. This means that the use of video clips in teaching speaking to the fourth semester students of English Education Study Program is effective. Then the writer found out that students liked being taught speaking by using video clips. It was shown by the result of the questionnaires that was 96% of the students answered being taught speaking by using video clips was interesting. And 88% of the students answered that learning speaking by using videos clips are effective. It can be concluded that the students’ response toward the use of videos clips in teaching speaking by using video clips was good and positive.

Keywords: pre-experimental, speaking, video clips.

BACKGROUND

English has four skills that should be mastered. There are listening, speaking, reading and writing. In this research, the writer lifted up teaching speaking. Clark (1977: 223) stated that speaking is fundamental in instrumental act. People conduct speaking to express what is on their mind and what they want their listener to do for them. It can be stated that through speaking, speaker make request, express their thought, and argue an issue in which the speakers try to affect their listener.

On the other hand, speaking was found by students as a problem. Most of the students still found some difficulties. There are several discussions about problems that come from the students themselves, include the way they produce the language. The problems commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking (Brown, 2001:284). To make the students have strong interest in speaking, the teacher should implement the best approaches, methods, and strategies. Then, the teachers also have to use media appropriately in the English teaching. Media play an important and significant role in the English teaching and learning process in establishing

students' motivation and enjoyment in learning the language. Generally there are three kinds of media. They are visual (e.g. picture), auditory (e.g.songs) and audio visual (e.g. video cassettes). Leshin et al. (1992) in Arsyad (2002) mentioned five types of media. Those media are:

1. human-based media which include teachers, instructors, tutors, roleplays, group activities, and field trips.
2. print-based media which include books, guidelines, workbooks,assisted tool activities, and handouts.
3. visual-based media which include books, assisted-tool activities,charts, graphics, maps, transparencies, and slides.
4. audiovisual-based media, which include videos, films, slide-tapeprograms, and televise.
5. computer-based media which include CLA, interactive videos, andhypertext.

Students need a media that can attract their attention and provide comfort in learning speaking. The media like video clips are used to help the students to speak. Thus, the researcher proposed the use of video clipsto improve students' speaking skill. As Wallace (2000) describes video, at the most basic level of instruction, as a form of communication and canbe achieved with-out the help of language, since we often interactby gesture, eye contact and facial expression to convey meaning. Video clips can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English. In addition,it can help the teacher transfer the knowledge and materials and make the students understand the materials easily. It also adds variety in the classroom learning so that the students can be more interested and the teaching process can be more interactive. Video clips enable the students to learn the use of English in real context and develop their listening, speaking and pronunciation skills through exposures to the native speakers' talk. Therefore, it is likely reasonable that video clips can be utilized as oneof learning media to improve students' speaking skills.

Because of that problem, the writer used a method that is using video clips. The writer hopes by using this method the students can make it moreeasily to speak idea of their own thought.

LITERARY REVIEW

1. Speaking

There are many definitions of speaking in language learning proposed by some experts. Clark and Clark (1977:3) define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentionsthey want other people to grasp and understand. While Brown and Yule (1983)in Nunan (1989:26) suggest that spoken language consists of short and often incomplete utterances in a level of pronunciation. Repetitions, the use of fillers such as 'well', 'oh-uh' and 'oh' and overlap between one speaker and another can be often found in speaking.

Thornbury (2001:5) argues that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should managetheir talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process thelanguage and information on the spot (Harmer, 1998:87). It means that the speakers should be able to express their ideas, to interact with others and to process the information the moment they get it.

In relation with spoken production, Harmer (2007:269) mentions four language features related to speaking ability. They are connected speech, expressive devices, lexis and grammar, and negotiation language. First, speakers should be able to produce both the individual phonemes of English (e.g. I would have gone for picnic) and the connected speech (e.g. I would've gone for picnic). Connected speech contains assimilation or sounds modification, elision or omitted sounds, contractions and stress patterning. Second, expressive devices deals with the stress and pitch changes of particular parts of utterances, variety of volume and speed, and the use of non-verbal codes and face-to-face interaction to show people's feeling. The use of these devices increases the ability to convey intentions. Third, the use of a number of common lexical phrases marks the spontaneous speech, especially in the performance of certain language functions. Therefore, a variety of phrases and grammar for different functions such as apologizing, asking for permission, expressing sympathy, etc, should be provided by the teachers. Moreover, negotiation language used to ask for clarification and to show the structure of what people are saying can be very advantageous to maintain effective speaking that requires the ability to use the language appropriately in social contact.

In terms of spoken language types, Brown and Yule (1983) in Nunan (1989:27) mention two basic genres of speaking related to its function: transactional and interactional. Transactional conversation concerns with the transfer of factual information while interactional conversation is aimed to promote and maintain social relationship. In addition, Brown (2001:251) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcasts, while the listener has to process long stretches of speech without interruption.

Monologues can be divided into planned and unplanned monologues. Planned monologues are quite difficult to comprehend because they exhibit little redundancy such as speeches and prewritten materials. On the other hand, unplanned monologues such as lectures and long stories in conversations manifest more redundancy so that they are easier to comprehend but the existence of other hesitations can either help or interfere comprehension.

Meanwhile, dialogues involve two speakers and can be classified into interpersonal and transactional conversations. Interpersonal conversations purpose to maintain social relationship among the participants while transactional conversations are aimed to share information. In each case, participants deal with shared knowledge or background information. Participants who have familiar interlocutors will be able to produce more assumptions and meanings to comprehend the conversation. On the contrary, if participants involved in the conversation are unfamiliar each other, they have to make the meanings more explicit to avoid misunderstanding.

2. Video clips

Stempleski in Richards and Renandya (2002:364) defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. She also state that a video contains not only words but visual elements, sound effect, and music that provide essential evidence on behavior, characters, and contexts which are not usually in the script. Video is such a rich resource for language learning since it brings leisure and entertainment and can highly motivate students. Video can provide realistic listening practice and stimulate language use.

Therefore, it can be concluded that video clips are recording segments of moving pictures and sound which can be played on the computer or television to present language forms and

functions of language. By watching video clips, students can experience real-life situation and realistic models.

RESEARCH METHODOLOGY

1. The Research Design

The writer uses the experimental design for the research. The experimental design means a research method that is used to find the effect of the certain treatment toward other in controlled situation, Sugiyono (2010:72). Specifically, the writer uses pre-experimental research design that only has one group the be researched, that is dependent group or can be called as one-group pretest-posttest design, Sugiyono (2010:74).

2. Population and Sample

a. Population

The population is the fourth semester students of English Department of UNIBBA that consist of three classes. Which have 36 students.

b. Sample

One class taken from the population. The sample falls into class A that consist of 25 students.

3. The Research Instrument

Instrument is used to gathering the data. In quantitative research the researcher used instruments for gathering the data (Sugiyono, 2010:133). In this research, the writer uses these following instruments.

a. Pre-Test

The implementation of pre-test is conducted in the online meeting. The pre-test intends to know the quality of the students' speaking skill. Item used for pre-test are questions. The researcher will give each student two questions. Students should answer the question. Before they are given treatment of research.

b. Post-Test

Post-test was given to the students who had been included in the pretest. It was conducted in the end of the research. It was done after giving treatments and exercises to the experimental group. The result of the post-test was used to compare the data of the pre-test and making conclusion whether video clips can increase students' speaking ability. The procedure of post-test and the kind of test was the same as pre-test.

c. Questionnaire

Questionnaire is used to know what students response toward the use of video clips in teaching speaking. In constructing the questionnaire, the researcher used closed questionnaire. It means that the respondents answer the questions by choosing one of the options that was given by the researcher.

4. The Data Analysis

a. Test

The data analysis used in this research is quantitative research with the formula of t-test for one group pre test and post test design, Arikunto (2006:306):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum D^2 - (\sum D)^2}{N(N-1)} \right)}}$$

Explanation:

1. $\bar{x}_1$ = The mean of the pre- test scores.
2. $\bar{x}_2$ = The mean of the post- test scores.
3. $\sum D^2$ = The sum of the squares of the differences between the pre-testscores and the post-test scores.
4. $(\sum D)^2$ = The squares of the sum of the differences between the pre-test scores and the post- test scores.
5. N = The number of pairs of scores.
6. DF= The degree of freedom.
7. DF= N-1

b. Questionnaire

The data analysis on questionnaire in this study is using percentage formulabased on Sudjana (2001:129) as follow:

$$= \frac{Y}{Z} 100$$

Explanation:

1. X = Percentage (quality of the answer)
2. Y = Give amount (total of the respondents' answer)
3. Z = Total amount (total the respondents)

FINDING AND DISCUSSION

Table 1 Calculation of Pretest and Posttest Score

No	Pre-Test Score (x ₁)	Post-Test Score(x ₂)	D scores	D2
1	87	90	-3	9
2	80	82	-2	4
3	80	82	-2	4
4	83	85	-2	4
5	80	83	-2	4
6	85	87	-2	4
7	75	80	-5	25

8	73	77	-4	16
9	80	83	-3	9
10	77	80	-3	9
11	77	79	-2	4
12	80	84	-4	16
13	75	78	-3	9
14	83	85	-2	4
15	78	80	-2	4
16	80	85	-5	25
17	75	80	-5	25
18	78	80	-2	4
19	73	75	-2	4
20	70	75	-5	25
21	80	84	-4	16
22	75	85	-10	100
23	80	87	-7	49
24	80	89	-9	81
25	73	80	-3	9
N=25	$\Sigma x_1 = 1957$	$\Sigma x_2 = 2055$	$\Sigma D = -93$	$\Sigma D^2 = 463$

This research was started on July 29th , 2021 and ended on August 14th, 2021. The research objective was to improve the students' speaking skills of the fourth semester in English Education Study Program through the use of video clips.

Video clips enable the students to learn the use of English in real context and develop their listening, speaking and pronunciation skills through exposures to the native speakers' talk. In line with this, Harmer (2007:282) suggests that there are some reasons why a video can add special, extra dimension to the learning experience:

- First, by using video as learning media, students do not just hear the language; they can see gestures, expressions, and other visual clues which convey general meaning. Video can provide real models since they include all the characteristics of natural spoken English language in realistic situations.
- Second, video uniquely allow students looking at situations far beyond their classroom. It can develop students' cultural awareness. For example, they can see how Americans greet the other, what kinds of food people eat in other countries and what they wear.
- Third, video can increase students' level of interest and motivation through its interesting moving pictures. Generally, there are three main steps of integrating videos into classroom instruction for learning speaking effectively.

The goal of using video clips as the main media to provide English speaking model was successfully achieved. Based on the computation result of pretest and posttest, the obtained value after computing the t-observed is 9.8. The value of ttable is gained from degree of freedom (df), the formula used is $df = N - 1$, where N is the total number of respondents, so the

df in this research is $df = 25 - 1 = 24$ at the level of significance of .05 for two tailed test is 2.064. It means that the t-observed is higher than the t-table ($9.8 > 2.064$). Therefore, H_a is accepted and H_o is rejected. This also means that there is a significant difference in students' scores before and after the treatment using video clips.

Then, the conclusion of students' responses according to the questionnaire results above is that they give positive responses toward teaching speaking by video clips.

The first is about learning speaking subject. According to the questionnaire above, most of the students love learning speaking subject, then they presume that learning speaking subject is really important. As Harmer (1998:87) states the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot

Next, the second is about video clips. They love watching to English video clips and know English from it. Besides that, many of them state that learning speaking by using video clips is interested. According to Shumin in Richards and Renandya (2002:209) points out that a possible way of stimulating learners to talk might be to provide them with extensive exposures to authentic language through audiovisual stimuli and with 31 opportunities to use the language.

Then, the third is teaching speaking by using video clips. Many students agree that teaching speaking by using video clips is good to be applied in classroom. In another statement, they gain improvements in their speaking skill after learning by using video clips. Brewster et al (2002:204) mentions benefits of using videos for psychological aspect, video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning.

CONCLUSION AND SUGGESTIONS

After conducting the research, the researcher found out the results. After analyzing the data, the researcher gets the result of the analysis. The result showed that t score is 9.8 and t table is 2.064 with the level significance of 0.5. It can be seen that t score is higher than t table. It means there is significant difference in teaching speaking by using video video clips. It proved that teaching speaking using video clips is more effective. It means that Improving Students' Speaking Skill Through Video Clips in English Education Study Program is effective. The students response toward video clips in teaching speaking is more interested, then they agree that teaching speaking by using video clips is compatible to be applied at classroom. It's proven from the scores of students is increasing after treatment.

Based on the conclusion above, the researcher gives some suggestions as follows:

a. For the students

The students should be active in teaching learning process and do more practices in speaking. The students have to improve their competence in speaking and be confidence to express their thought. The students have to be brave whenever they meet difficulties.

b. For the researcher

The result of this research can be use as an additional reference for a similar research with different variables. Other researchers can develop with their other material which is suitable for the teaching learning process of English lesson.

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